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Strategic Plan for the Future 2003-2006

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The Division of Student Affairs' mission is to provide programs and services to promote academic success and student development.

FOREWORD



The 2003-2006 Strategic Plan for the Division of Student Affairs at the University of Arkansas is the product of many hours of thoughtful work and involvement by Student Affairs professionals on our campus. It provides a “road map” for our development as a Division and is a culmination of our collective commitment to fostering the potential of each student at the University.

We are in the midst of an exciting time in the Division of Student Affairs. Our 3-year Strategic Plan will guide us as we move forward in creating a comprehensive “University of Arkansas Experience” that encompasses student development from the freshman year through the senior year, and that helps all students become intellectually engaged, more self-aware, and strongly bonded to the University.

Like any well-designed strategic plan, the plan that follows is a living document. As such, it will be reviewed and revised on a periodic basis in the months and years ahead. Needs and demands change quickly in today’s colleges and universities. The changing needs of our students, as well as the changing needs and requirements of internal and external constituents (including parents, high schools, and federal and state reporting agencies), will greatly shape all future revisions and modifications of this plan.

The Division of Student Affairs Strategic Plan was developed in concert with the goals and strategies set forth through the Chancellor’s 2010 Initiative. The plan reflects the spirit, values, and priorities of the University of Arkansas and supports the development of the University as a nationally competitive, student-centered research university serving Arkansas and the world.

Johnetta Cross Brazzell
Vice Chancellor for Student Affairs

*We are in the midst of an exciting time in the
Division of Student Affairs.*

*The Division of Student Affairs’ mission is to provide programs and
services to promote academic success and student development.*



INTRODUCTION

In the spring of 1999, the Division of Student Affairs entered a new era with the appointment of Dr. Johnetta Cross Brazzell as the Vice Chancellor for Student Affairs. Under the leadership and direction of Dr. Brazzell, the Division of Student Affairs embarked on a journey that has involved structural assessment and reorganization, resource assessment and reallocation, and the establishment of clear goals and values that support the University's mission of becoming a nationally competitive, student-centered research university serving Arkansas and the world. As we enter the new millennium, the Division of Student Affairs has a renewed focus and vision that works to bring the goals of the University's 2010 Commission to life.

This is a unique time and opportunity for the University of Arkansas and the Division of Student Affairs. It is a time to rediscover the mission of providing exemplary service to students, faculty, and staff. It is also a time to redefine the role of Student Affairs in contributing to the larger University mission of strengthening academic quality; increasing the size of the student body; enhancing diversity among students, faculty, and staff; and increasing public and private financial support. The realization of these goals will aid in making the University of Arkansas one of the top research universities in the nation. Within this context, Student Affairs has a unique opportunity to build University traditions, impact educational outcomes, foster a commitment to lifelong learning, and promote community service. Through these objectives, we will be preparing a vibrant and diverse student body to embrace and uplift the University of Arkansas as well as the larger society. This is an opportunity for the Division to establish its foundation as a voice, a leader, and an advocate for students.

It is time to rediscover the mission of providing exemplary service to students, faculty and staff.

The Division of Student Affairs is made up of 22 departments. Each department has a specific role in providing services, support systems, and educational programs to members of the University community. The individuals making up these departments have a collective dedication to the University of Arkansas as evidenced by the many quality programs and services that Student Affairs provides. As the needs of the University community expand, so will the type, complexity, and breadth of operations. This strategic plan provides guidelines for the successful implementation of new and dynamic services, support systems, and educational programs designed to meet the changing needs of an amorphous university population.

To this end, in the fall of 2002, the Division of Student Affairs began the process of developing a comprehensive strategic plan. The development of this strategic plan has been undertaken in an effort to look more broadly and intensely at the future of the Division. This strategic plan represents a commitment to the future and to the students at the University of Arkansas. It provides a structure and foundation for accomplishing broad goals through the year 2006 and beyond. Further, it defines and represents our commitment to evolving into a model Student Affairs division.

This plan represents the work of an entire division. It is intended to give staff guidelines for accomplishing the objectives of their specific areas while providing opportunities for collaboration and cooperation. Ultimately, collaborative partnerships will allow our staff to be vested in the success of students, the Division, and the University. This collaboration will also allow for a broad array of dynamic programs and services which will solidify our role as a premier Division of Student Affairs.

VISION

The Division of Student Affairs enhances the University of Arkansas Experience by helping students to become intellectually engaged, more self-aware, and strongly bonded to the University.

MISSION

The Division of Student Affairs' mission is to provide programs and services to promote academic success and student development.

CORE VALUES

- ☐ Act as partners and collaborators in all endeavors
- ☐ Exercise our role as educators in the student learning process
- ☐ Provide friendly, helpful, and responsive service
- ☐ Treat all individuals with dignity and respect
- ☐ Preserve the highest ethical standards based on trust, honesty, and integrity
- ☐ Encourage and model civility in all relationships
- ☐ Be an inclusive community

GOALS

- ☐ Foster the development of an inclusive community
- ☐ Enhance student learning
- ☐ Promote professional and personal development
- ☐ Increase and responsibly manage resources
- ☐ Promote innovative programs and services
- ☐ Promote advocacy and responsibility
- ☐ Encourage technological advancement

The Division of Student Affairs is a group of educators and service providers dedicated to fostering the potential of each student at the University of Arkansas

MOTTO – “CONNECTING STUDENTS TO SUCCESS”

The Division of Student Affairs' mission is to provide programs and services to promote academic success and student development.

Value \ˈval-yū\

a: relative worth, utility, or importance; degree of excellence.

b: to consider or rate highly.



STRATEGIC PLANNING PROCESS

The strategic plan represents a comprehensive process, which over the course of several years, has brought the vision of the Division of Student Affairs to life. As a living document, the plan represents the compilation of many hours of discussion, debate, and structured experiences. The presentation of this strategic plan represents the completion of a major undertaking. It also represents the first step in the implementation of a continuous improvement program that provides structure for annual review, data collection, assessment, and planning.

Initially, the Division began the strategic planning process in the spring of 1999. Throughout the spring, a Division-wide Collaborative Action Team participated in the development of a vision statement. In

the spring of 2000, an opportunity was provided for the new leadership to build consensus among staff in the Division by establishing a common ground and presenting a new tone to the University community. Hence, the planning process continued with revisions to the vision, mission, goals, core values, and motto.

At the annual student affairs retreat in the spring of 2001, the Division of Student Affairs took a second step by beginning the formal strategic planning process. Dr. Brian O. Hemphill, Associate Vice Chancellor for Student Affairs and Dean of Students and Dr. Sherry L. Mallory, Assistant to the Vice Chancellor for Student Affairs, facilitated a workshop on strategic planning for Cabinet-level staff within the Division. The purpose of this workshop was to create a fundamental understanding of the strategic planning process. Through a structured set of experiences, the facilitators encouraged participants to look critically at the present state of the Division.

During the fall of 2002, two planning committees were formed with representatives from each department. Committee I was charged with developing the introduction to the strategic plan, the Division and individual unit overviews, and the list of international, national, state, and institutional challenges. Committee II was charged with drafting goal statements and strategies for each strategic area of concentration using the Division's mission, vision, and goals as a guide. On multiple occasions, both committees presented drafts of the strategic plan to members of the Division for consideration, approval, and revision.

During the spring of 2003, each department was asked to review and discuss the latest version of the strategic plan with committee representatives. In late spring 2003, a final draft of all areas was presented for consideration to the Directors, Associate/Assistant Vice Chancellors and Vice Chancellor for Student Affairs. In July of 2003, a final draft was presented to the Vice Chancellor for Student Affairs and the Executive Group for review, revision, and approval.

In January of 2004, the Division of Student Affairs will move into the next phase of our strategic planning process. Each department will be asked to proceed with the development of an annual plan that is complementary to the overall Division plan. In addition, annual individual staff evaluations and departmental reviews will be conducted with an emphasis on establishing accountability through evidence of specific contribution to promoting the success of the Division's strategic plan.

DIVISION OVERVIEWS

Arkansas Union

The mission of the Arkansas Union is to provide unique and diverse services, programs, conveniences, and amenities for students as well as for other members of the University of Arkansas family - faculty, staff, alumni, and guests. As the center of community life on campus, the Union complements the academic experience through a wide range of cultural, educational, social, and recreational programs. These programs provide the opportunity to balance course work and free time as cooperative factors in education.

The most significant accomplishment in the past five years has been the renovation of the original Arkansas Union and the construction of a 40,000 square foot addition that opened in November 1999. Renovation has continued in the original building from 1999 to present. The master planning of these changes took over a year with significant input from students, faculty, staff, and alumni. The funding of the renovations was made possible by students voting in an initial \$2.00 per credit hour student fee. Significant improvements have been made in dining services, meeting services, and student areas. The completion of a University-funded 600 car parking deck and intermodal transit facility greatly increased access to the building.

The Campus ID Card Office successfully re-carded the entire campus to move away from using social security numbers on the ID Card. A new look was created for the card; moreover, uses of the card increased with many more locations using the card for access. Future goals for the card include using it to facilitate program assessment and to pay for campus vending and copying.

After the completion of the Union addition in 1999, building operations were changed. In collaboration with Computing Services, building hours in the new addition were extended to twenty-four hours. Operational hours of the convenience store and coffee shop were increased as well.

During this period, the management of Campus Dining Services was contracted through Chartwells. Previously, University Housing and the Arkansas Union had managed their own dining operations. Additionally, the Union has expanded staff in the Office of Student Involvement and Leadership to strengthen advising to Registered Student Organizations, Leadership and Volunteerism programs, and University Programs. Student Involvement has assumed responsibility for advising the Associated Student Government and has placed a greater emphasis on the Union and late night and weekend programs.

Changes in the University accounting systems have dictated a much heavier involvement, on the part of the Union, in facilitating and accounting for the expenditures, payrolls, and travel of the 260+ registered student organizations. Expansion of building operational hours and building usage has required an increase in the number of building support personnel.

The primary focus for the future is to strengthen and expand the programmatic element of the Union and the student contact areas. Facility and technological improvements will continue. Staff will also work to secure and stabilize ongoing funding for facilities and operations and continue to monitor facilities and programs with the goal of increasing student usage and satisfaction.

The Division of Student Affairs' mission is to provide programs and services to promote academic success and student development.

Diversity \də-'vər-sət-ē\
**an instance or a point of
difference**



Career Development Center

The mission of the University of Arkansas Career Development Center, in collaboration with our constituents (faculty, staff, students, alumni, and corporate partners), is to ensure that all University of Arkansas students have opportunities to experience and develop the lifelong career development skills necessary for responsible citizenship.

Accomplishments include enhanced partnerships with the Sam M. Walton College of Business and the College of Engineering to provide extensive career planning, Cooperative Education, and placement services for students and employers; an expanded satellite Career Center in the Walton College offering dedicated career planning and placement services to undergraduate and graduate students; expanded career planning and placement services to MBA students; expanded experiential education opportunities for students seeking programs other than cooperative education; development of para-professional training/experiential education program for

students to work in the University Career Development Center; enhanced physical facilities; professional offices in the centralized office and in the Walton College; updated electronic services for students seeking employment; and expanded career fairs from one major fair each semester to five industry-specific fairs each semester. All fairs are promoted in concert with the major fair.

Significant changes have included restructuring the associate director positions to better define roles in the department (student development, employer relations) and the addition of a director position in the Walton College.

The University Career Development Center will demonstrate excellence in the delivery of educational programs and services and be responsive to the changing needs of its constituents. The Career Development Center will also develop strong professional relationships with educational and corporate partners, enabling the staff to provide a wide variety of career development educational experiences and ensuring that all University of Arkansas students have opportunities to reach their career goals. In concert with its educational partners at the University of Arkansas, the Career Development Center will purposefully develop programs that promote success and development among all students. Specific programs of focus for the future include linking a Service Learning component to experiential education offerings, enhanced career planning and placement services for graduate students, expanded global experiential education and placement opportunities, and expanded collaborative relationships with the Arkansas Alumni Association.

The University Career Development Center will demonstrate excellence in the delivery of educational programs and services and be responsive to the changing needs of its constituents.

Center for Students with Disabilities

The Center for Students with Disabilities serves as the central campus resource for undergraduate and graduate students with disabilities. Working in partnership with students, faculty, and staff, the goal of the Center is to ensure an accessible environment in all university programs and activities.

Accomplishments include providing streamlined policy and procedures for students; providing a centrally located base for operations; providing timely and effective delivery of reasonable accommodations; implementing the development of a database tracking system for accommodation requests, disability categories, and fiscal management; providing policy manuals to meet the unique needs of target populations; providing leadership on disability related issues for the campus community; collaborating with Academic Affairs exam proctoring and course substitution policies; and participating in the development of critical Student Affairs programming activities. Additional accomplishments include promoting the culture of disability in conjunction with the Multicultural Center; providing expertise and assistance to academic departments and administrative units across the campus; and establishing relationships with local and state agencies that provide assistance to individuals with disabilities such as the Division of Services for the Blind, Access Unlimited, Arkansas Rehabilitation Services, Sources for Independent Living, LifeStyles, Seven Hills, and Ozark Transit.

Over the past five years, the Center for Students with Disabilities has undergone a number of significant changes, including changes in name (from Campus Access to the ADA Center to the Center for Students with Disabilities) and location (several different offices around campus, culminating in a move to the first floor of the Union), as well as in policies, procedures, and personnel.

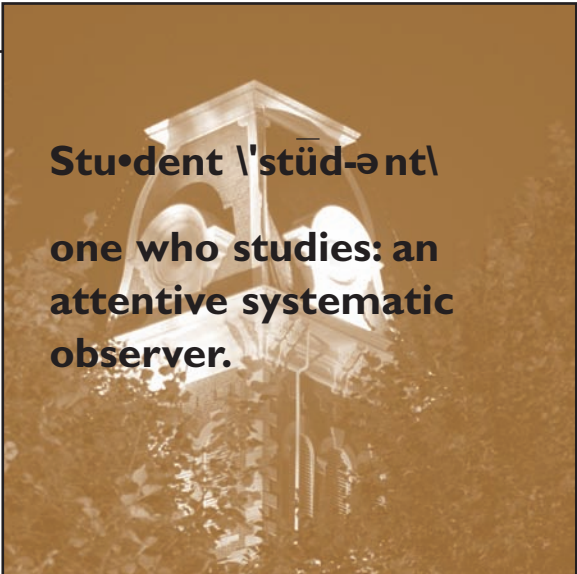
Goals for the future include improving assistive computer technology and access at the Center and promoting similar efforts throughout the campus community; responding to new and complex requests for reasonable accommodations and the evolving nature of disability services; building reciprocal

relationships with faculty to enhance educational opportunities for students with disabilities; promoting the use of universal design concepts in university programs and activities; integration into the First Year Experience, the Sophomore Year Experience, and other Student Affairs' Initiatives; serving the growing populations of graduate students and multicultural students with disabilities; providing additional professional expertise in the areas of sign language interpreting, transcription services, and seeking external funding for innovative programs; promoting

disability culture programming; and providing enhanced professional development opportunities for faculty and staff.

Goals for the future include improving assistive computer technology and access at the Center and promoting similar efforts throughout the campus community. . .

The Division of Student Affairs' mission is to provide programs and services to promote academic success and student development.



Student *\ˈstüd-ənt*
**one who studies: an
attentive systematic
observer.**



Multicultural Center

The Multicultural Center exists to enhance the University of Arkansas' academic experience by preparing students for life in a pluralistic society. The staff seeks to provide an environment that promotes cross-cultural interaction and to collaborate with the University community in providing educational, cultural, and social programs, as well as the resources to assist in the development and advancement of a diverse community. The Center also offers a large gallery area for programming, displays, and exhibits; a small resource library; and an informal lounge. Finally, the Center serves as a meeting area for students, faculty, and staff and houses administrative offices of Multicultural Student Services.

The most significant accomplishments of the Multicultural Center have been the collaborative efforts forged within the

university community and the Northwest Arkansas region to bring diverse programs and endeavors to the area. In addition, the relocation to the Arkansas Union put the Center in the heart of campus life and increased student exposure to the services offered in the Center. The Multicultural Center first opened in the fall of 1995 in a leased facility. The lease expired in 1999, and the Center's physical doors were closed until the reopening in the fall of 2001. Between November 2001 and June 2002, more than 3,000 visitors came through the Center's doors, an average of more than 18 visitors per day. In addition to the facility changes, there have been significant changes in the organizational structure. Prior to July 2000, the director of the Center reported to the Associate Vice Chancellor/Dean of Students; whereas, currently the director reports to the Vice Chancellor for Student Affairs.

The primary focus for the future is the continued contribution to the University's commitment to providing educational programming and student development efforts. Another important area is the continued collaboration with other departments in programmatic efforts that affect the retention of students of color as well as the continued education of majority students, faculty, and staff on diversity issues facing the campus. These goals will positively impact the University's mission of aiding students in becoming intellectually engaged, self aware, and academically successful.

The primary focus for the future is the continued contribution to the University's commitment to providing educational programming and student development efforts.

Office for Non-Traditional and Commuter Student Services

The mission of the Office for Non-Traditional and Commuter Student Services is to provide prospective and currently enrolled non-traditional students with support, services, and resources to meet their distinctive needs and to enhance their opportunity for success. A non-traditional student, as

defined by the National Center for Educational Statistics, is an undergraduate who meets one or more of the following criteria: (a) is 25 years of age or older; (b) is financially independent; (c) is a single parent; (d) is a part-time student (i.e. is enrolled in less than 12 credit hours); (e) has interrupted his/her education; (f) works full-time while taking classes; and/or (g) is without a high school diploma.

Significant accomplishments over the past five years include: a Consultant Report in 1997, hiring a full time Coordinator in 2002, and a revised Consultant Report in 2002. The development of a Web site and the addition of commuter students (i.e. students whose place of residence is not a campus residence hall or fraternity/sorority house) to the target population are also changes that are worth noting.

The University is experiencing growth in the enrollment numbers of non-traditional and commuter students. Data acquired on age alone indicates that approximately 18% of undergraduates currently on campus are 25 years and older. It is anticipated that this figure will increase when further definitions, as set out above, are applied. An immediate task of the office is to find a method to capture a comprehensive set of reliable data using this criterion. This will not only help the office to identify and establish contact with non-traditional and commuter students but will also assist with looking at trends in enrollment and retention and destinations upon graduation.



Self-A•ware \sel-fə-'ware
to contribute to the
growth or prosperity of;
to move forward.

Data acquired on age alone indicates that approximately 18% of undergraduates currently on campus are 25 years and older

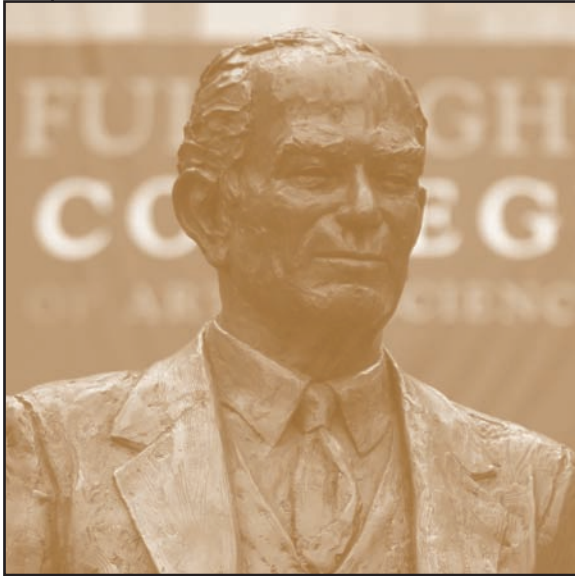
The 2002 Consultant Report identified several areas for consideration which the Office for Non-Traditional and Commuter Student Services will investigate during 2003. This includes the need for a lounge facility for non-traditional and commuter students with a focus on providing an area for study and meetings. Other recommendations include the provision of childcare, financial aid, parking, and housing referral information.

To assist non-traditional and commuter students seeking accommodation, the Office plans to work in conjunction with University Housing to provide a Housing Fair and a guide for off-campus living. Both projects are planned for 2003.

During spring 2003, the Office will aim to establish an office for non-traditional and commuter student services advisory board with university staff and external agency members. The Office also plans to benchmark facilities/resources provided by non-traditional student offices at other SEC institutions with a view toward further possible initiatives/improvements to its service.

Ongoing projects include updating the Web site, providing Office for Non-Traditional and Commuter Student Services publication updates and identifying alternative strategies for communication (through Registered Student Organizations, newsletter advertising, special events, etc.).

The Division of Student Affairs' mission is to provide programs and services to promote academic success and student development.



Office for Student Involvement and Leadership

The Office for Student Involvement and Leadership, a part of the Arkansas Union, is the central location for student organizations and activities at the University of Arkansas. The main goal of the office is to provide all students with opportunities for involvement and to encourage students to learn and practice leadership and management skills that complement classroom learning.

During the past five years, the Office for Student Involvement and Leadership has initiated a cooperative late night/weekend programming effort, Friday Night Live. The office has also created the Campus Programming Committee to help coordinate programming efforts across campus. At the request of the Vice Chancellor for Student Affairs, Student Involvement took over the advising of the Associated Student Government (ASG) as well as the

computerized accounting for all registered student organizations receiving activity fees from ASG.

Student Involvement and Leadership has worked closely with University Programs, leading to an increase in daytime programs and a 41% increase in overall attendance last year. The Office successfully recruited over 700 students for a volunteer opportunity e-mail list and assisted in coordinating 66 successful volunteer requests from local United Way agencies in 2001. Student Involvement and Leadership sent over 600 students to volunteer in our local community last year. After the Arkansas Union's renovation effort, the Office coordinated the grand opening and rededication of the Anne Kittrell Art Gallery. The office also developed a Web site with on-line registration and applications for Student Involvement programs.

Moreover, during the past five years, the office eliminated a graduate assistant position and added a full time advisor in University Programs to enhance the stability/consistency of advising for the organization. Also, the position of part time receptionist for the front desk was eliminated and replaced with a full time receptionist to help handle the increased volume of callers and visitors. A full time support staff position for accounting for student organizations and student government was added. The Office has reorganized its structure each year for the past five years to accommodate the increasing volume of work and provide good customer service to students.

The primary focus of the Office for Student Involvement and Leadership is to sponsor programs and activities that develop students' interpersonal and organizational skills; to provide programs that stimulate the interchange of ideas, attitudes, and opinions; to model appreciation for our multicultural society and encourage students to celebrate differences; to assess each program/activity; and to help make the Arkansas Union the community center of campus.

The primary focus of the Office for Student Involvement and Leadership is to sponsor programs and activities that develop students' interpersonal and organizational skills. . .

Office of Campus Dining Services

The Chartwells Division of Compass Group U.S.A. provides food service to the University of Arkansas. Campus Dining Services, through its Residence Dining Program, retail operations, catering, and conferences, supported over \$9 million in gross sales for Fiscal Year 2002. The mission of Campus Dining has been aligned with the Division's mission of providing programs and services to promote academic success and student development. The principal goal is to provide nutritious residential meals and a variety of retail and catering offerings in attractive surroundings at a reasonable cost.

In 1998, Chartwells assumed management of the Residence Dining program, as well as the Arkansas Union food service and catering programs. These formerly separate, University-operated entities combined under Chartwells' management to become Campus Dining Services. Chartwells added several administrative staff members and retained all food service staff. The University created the position of Dining Contract Administrator to oversee the contract and to act as liaison between the University of Arkansas and Chartwells.

The newly remodeled Brough Commons and Pomfret Dining Centers opened in the fall of 1998 and featuring a new conceptual food program – Profiles in Good Taste. In 1999, as part of a major renovation to the Student Union, a Food Court was installed that features two national brands along with several brands associated with Chartwells. Offerings include Burger King, Chick-fil-A, Trattorias Italian, Uppercrust Sandwiches, Austin Blues BBQ, and the Market Carvery. More than 2,000 students,

staff, and faculty eat and pass through the food court each day. With wooden floors, open spaces, and delightful views of campus, this retail hub gives students and faculty increased variety in a comfortable atmosphere. RZ's Coffeehouse and the Stop Gap convenience store opened with the addition of the Union annex in November 1999. In Fall 2002, Campus Dining and University Housing joined forces to transform the convenience store in Pomfret Hall into a mailroom and a Grab and Go food center.

A new residential facility planned for the northwest side of campus will include a new dining hall.

A new residential facility planned for the northwest side of campus will include a new dining hall. To satisfy students' preferences for brand-name restaurants and fine dining experiences, the new dining facility will include a "marche concept." Preliminary drawings for the dining facility are complete, and Campus Dining and University Housing staff will work together to refine the concept and floor plan to include all necessary equipment and furnishings.

Additional objectives for the Campus Dining Services Program include the challenging task of meeting the nutritional needs of students constantly influenced by national brands and expecting a variety of choices. Tremendous emphasis will be placed on actively measuring customer satisfaction, responding to changing requirements, and striving for continuous improvement.

The Division of Student Affairs' mission is to provide programs and services to promote academic success and student development.

Vision \ˈvɪzh-ən

a: an object of imagination.

b: mode of seeing or conceiving; foresight.



Office of Community Standards and Student Ethics

The purpose of the Office of Community Standards and Student Ethics is to provide an equitable and effective educational system that promotes individual growth, responsibility, accountability, and student learning through community outreach, peer mentoring, and enforcement of the Code of Student Life. The Office provides adjudication and referral services designed to promote the effective resolution of conflict within the University community.

In the past five years, the Office of Community Standards and Student Ethics has undergone significant changes. The name of the office was changed from Judicial Affairs in an effort to reflect a more developmental approach to student discipline. There have also been significant changes to the structure of this office to include the addition of the Associate and Assistant Dean positions. These positions were developed to allow for a more effective division of the workload and to expand the scope of the educational outreach mission of the office. The discipline system has been restructured, including a comprehensive overhaul of the Code of Student

Life. Finally, the development of a judicial affairs database, which streamlines the judicial process and allows University Housing and the Office of Community Standards and Student Ethics to develop its relationship (as defined in the Code of Student Life), has significantly impacted the operation of the Office. All of these changes were brought on by a peer review designed to improve, streamline, and overhaul the judicial process.

The Office of Community Standards and Student Ethics has accomplished a number of objectives in recent years. The development of an anger management program, administered by the Center for Research and Anger Violence, has aided in addressing the issues of violence on campus. The Office has also developed a comprehensive training program for the Judicial Board which is inclusive of diversity awareness, sexual assault awareness, mental health issues, and drug and alcohol trends.

The focus for the future of the Office of Community Standards and Student Ethics is one of improvement and continued growth. Plans for the future include the development of a peer-mentoring program to engage students in normalizing appropriate behavior through community interactions and developmental programming. The Office is also developing a comprehensive marketing campaign to engage students, faculty, and staff in establishing and enforcing community standards. This campaign will focus on disseminating information to the community about the Office of Community Standards and Student Ethics. In addition, the Office is engaged in developing an assessment instrument to measure the level of satisfaction with services and the level of effectiveness of disciplinary sanctions. Finally, the Office of Community Standards and Student Ethics is interested in developing an ethics program designed to address issues concerning ethical and moral decision making. Of equal importance is the ongoing attempt to engage full- and part-time staff members in professional development designed to increase the effectiveness of student/staff interactions. An ongoing effort is currently underway to monitor, upgrade, and replace technical equipment.

Office of First Year Experience

The Office of First Year Experience provides transitional support for incoming students through a variety of classroom and co-curricular activities and is designed to enhance the academic and social integration of first year students. The Office of First Year Experience has oversight of seven major areas: Orientation, R.O.C.K. Camp, Convocation/Burger Bash, Welcome Weeks, Family Weekend, the Help-A-Hog Program, and the First Year Experience Seminar Instructors' Training Workshop.

The Office of First Year Experience came about in fall 2000 when the Office of New Student Programs and Orientation was restructured. An executive director position was created for direct supervision of the FYE programs. Restructuring also included the creation of three new positions: an Associate Director of First Year Experience and Orientation, an Associate Director for R.O.C.K. Camp, and an administrative assistant.

Under this new structure, the Office of First Year Experience has developed and implemented R.O.C.K. (Razorback Outreach for Community & Knowledge) Camp, a two-day off-campus program designed to help first year students solidify their connection to the University of Arkansas. The camp setting provides a relaxed atmosphere for students to learn about college life, build a sense of community, and develop relationships with their peers.

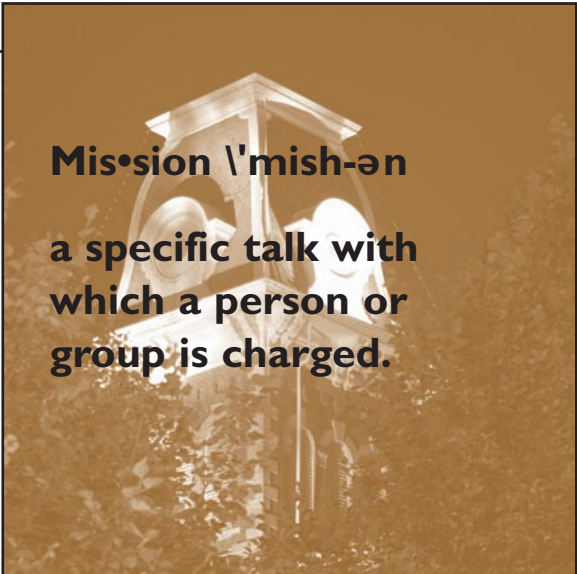
In addition to R.O.C.K. Camp, the Office of First Year Experience has coordinated and implemented Academic Convocation, the official "academic welcome" for first year students at the University. It is the major event for incoming students to promote academic success and educational attainment.

Through collaboration with Academic Affairs and each college's FYE coordinator, the Office of First Year Experience was instrumental in developing a campus-wide First Year Experience Course with common elements. In addition, an Instructors' Training Workshop was developed for all faculty who teach the FYE seminar course.

Other initiatives have included revising the Orientation program to include a program for parents that is separate from the program designed for students. The overall goal for the program is to provide parents an opportunity to participate in Orientation, understand the need to "let go" of their student, and feel confident about their son's or daughter's attendance at the University of Arkansas.

One goal for the future is determining which direction to take in planning Orientation sessions in order to accommodate projected increases in enrollment and meet the goals set forth by the 2010 Commission. In July 2002, one session was added and served 238 new students. Additional sessions will be planned to accommodate anticipated growth and to better meet the needs of commuter students. Based on the success of the R.O.C.K. Camp pilot program in fall 2002, additional camps will be added for fall 2003. Another goal is to expand the Office of First Year Experience to provide opportunities for new students to become involved and bonded to the University, thus increasing retention. By providing transitional support for University of Arkansas students, the Office of First Year Experience is promoting students' academic growth and upholds the mission of the institution.

The Division of Student Affairs' mission is to provide programs and services to promote academic success and student development.



Mis•sion \ˈmish-ən
a specific talk with
which a person or
group is charged.



Office of Greek Life

The mission of the Office of Greek Life is to provide educational initiatives designed to challenge, support, and recognize individuals and chapters through leadership training, academic support, community service, and diversified programming.

The Office of Greek Life has two professional staff members committed to meeting the overall mission of the office by providing advising and leadership training to the governing councils, Greek Life Facilitators, and individual chapter officers by offering programs that encompass all areas of student development. Emphasis is placed on providing programs that meet the educational, cultural, recreational, social, and developmental needs of students; facilitating learning and development through the advising of Greeks Advocating Mature Management of Alcohol (GAMMA), Order of Omega

(Greek Leadership Honor Society) and New Greek Council; compiling academic reports/rankings, monitoring academic performance and providing academic resources and programs; maintaining regular communication with alumni/faculty advisors, house corporations, and national/international headquarters; implementing policies and procedures related to chapter operations, use of alcohol, and compliance with University hazing policy and student code of conduct; and conducting house inspections each semester to ensure compliance with all fire/safety codes.

Some of the significant accomplishments in Greek Life within the last five years include the development of the Greek Life Facilitator program (peer educators), fire safety initiatives, the recolonization of four fraternities, and the overall improvement of the All Greek Grade Point Average from 2.96 to 3.05.

The organizational structure of the Office of Greek Life has changed with the Office currently reporting to the Associate Vice Chancellor/Dean of Students. Previously, Greek Life reported to the Assistant Vice Chancellor for Student Affairs. An additional professional staff member and administrative assistant have been added to the Office of Greek Life staff.

The primary focus for the future includes the implementation of the recommendations developed by the Task Force for the Enhancement of Greek Life. The Office of Greek Life will concentrate on: (a) academic achievement; (b) organizational growth; (c) chapter environment; (d) a connected community; and (e) more integration of Greek students into the campus as a whole. Specifically, the office will work on: implementing delayed recruitment; ensuring acceptable chapter house standards; maintaining a strong chapter advisor base; and developing uniform educational programs.

The primary focus for the future includes the implementation of the recommendations developed by the Task Force for the Enhancement of Greek Life.

Office of International Students and Scholars

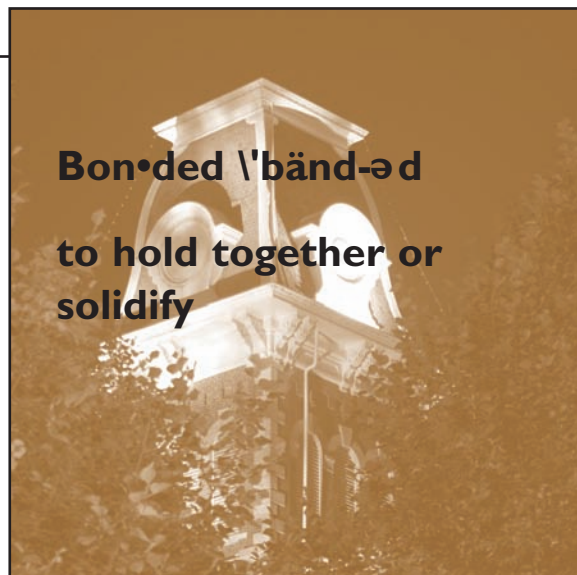
The Office of International Students and Scholars provides comprehensive support services for foreign students and scholars, including advising on immigration responsibilities and benefits, employment, taxation, health care, and cultural adjustment. In addition, the office conducts a number of programs to promote intercultural awareness and understanding such as classroom simulations, the International Culture Team, the Friendship Family Program, and the Conversation Club.

Two major international events mark the past five years: the economic crisis in Asia and the terrorist attacks of September 11, 2001. The Office of International Students and Scholars reached out to students from Asia and supported their applications for scholarships and loans. The Office also took several measures to ensure the safety and well being of international students in the aftermath of September 11th, including quick communication to the students regarding the University's concern for them and house visits to select locations where concentrations of international students lived. The International Culture Team continues to receive national recognition through two grants from the Association of International Educators to support growth of the Culture Lending Library and the development of a Web-based outreach program.

The number of non-immigration students at the University of Arkansas reached an all-time high during the 2001-2002 academic year. There was a significant increase in the participation of students and scholars in the Friendship Family Program and the Conversational Clubs. The Office of International Students and Scholars strengthened collaborative partnerships with Pre-College Programs (International night), the Spring International Language Center (welcoming receptions), University Housing (spouses program, early arrival housing), the Walton College (SIFE and MBA orientation), the Career Development Center (workshops), and the Office of Multicultural Student Services (All-University Culture Retreat). The office has also hosted two international alumni reunions and established a Web site to keep in contact with former students abroad.

Over the past five years, the following positions were reclassified: Program Coordinator to Student Development Specialist; half-time Secretary I to full-time Secretary II; and Administrative Assistant I to Program Coordinator. The following positions were added: a half-time Program Coordinator position and a half-time Graduate Assistant.

The Office of International Students and Scholars will be focusing on the following issues for the future: providing leadership to meet the 2010 Commission's goal of 10% international student enrollment; establishing a stable financial and personnel base; meeting the challenges of record keeping and reporting through the Student Exchange and Visitor Information System (SEVIS); implementing programs and services that increase the persistence of first year students through graduation; and increasing the international and intercultural awareness of the campus community.



The Division of Student Affairs' mission is to provide programs and services to promote academic success and student development.



Office of Multicultural Student Services

The Office of Multicultural Students Services (OMSS) at the University of Arkansas provides intellectual and cultural enrichment, programs, services, and facilities for students, faculty, staff, and the community. The goal of the OMSS is to create an environment that recognizes cultural differences, respects cultural uniqueness, and facilitates learning and appreciation. The OMSS, therefore, is a distinctively welcoming place where communication across lines of culture, ethnicity, religion, gender, disability, veteran status, and sexual orientation occur.

The OMSS envisions a campus community in which students, faculty, and staff are committed to equipping themselves with the knowledge, skills, and attitudes to transform the campus in which they learn and the world in which they live into inclusive and culturally competent

learning communities. Through active participation in programs such as Real World and S.M.I.L.E. (Students Making it Lighter Everyday), students have an opportunity to fully immerse themselves in an inclusive environment. The OMSS extends programs to Northwest Arkansas through receptions, showings, and celebrations for local, regional, and statewide artists. Furthermore, the OMSS looks to expand program offerings through distinctive cultural appreciation such as African-American, Hispanic, Latino/Latina American, Asian American, and Native American history celebrations and remembrances. Additionally, the OMSS will celebrate a broad range of inclusive programs through Disability Awareness; Gay, Lesbian, Bi-Sexual, and Transgender Awareness; Women's History; and other important cultural events.

The OMSS also assumes a counseling and advisory role with students and serves as a resource to student organizations such as the Black Students Association, Latinos Unidos, Native American Students Association, and the Black Graduate Students Association.

Significant accomplishments within the past five years for the Multicultural Center include relocating to Arkansas Union 404 and initiating Real World and S.M.I.L.E. programs. Real World is an extended orientation for students whereas S.M.I.L.E. is a mentoring based program that matches incoming first year students with returning students. The OMSS sponsored numerous cultural events from artistic displays to musical entertainment and took a lead role in promoting an inclusive campus community with the diversity task force.

Currently the Office of Multicultural Student Service's organizational structure is evolving to meet the growing demands of a diverse community. Reporting to the Vice Chancellor for Student Affairs, two interim co-directors, an office manager, and volunteers from the campus work in unison to continue the rich heritage of programs, activities, and services. The primary focus of the future will be to implement recommendations of independent reviewers who graciously assisted the OMSS with program evaluations and reviews.

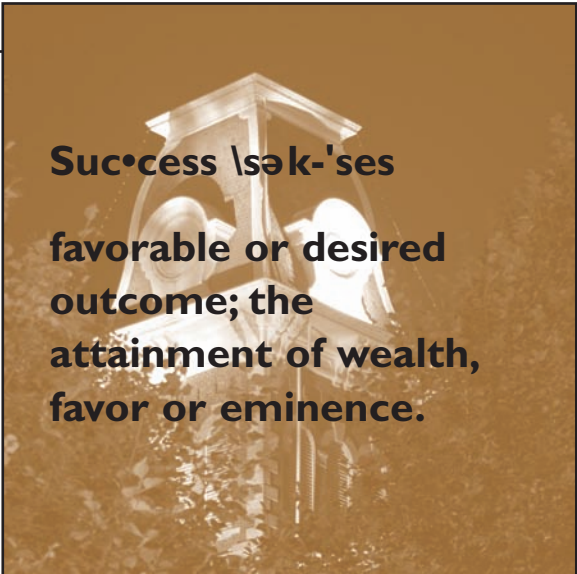
Office of Pre-College Programs

The Office of Pre-College Programs consists of six programs that serve populations demonstrating the potential and desire to attend college. These programs are the Academy for Mathematics and Sciences, Educational Talent Search, College Project, Upward Bound, Veteran's Upward Bound, and Youth Opportunities Unlimited. The programs focus on providing equal opportunity for potential first-generation college students who, because of income or other disadvantages, might not otherwise continue their education. Eligibility requirements include, but are not limited to, having first-generation status, meeting income guidelines, and exhibiting academic potential. All participants receive free multifaceted services to assist them in developing the skills, information, and resources necessary for success at the post-secondary level.

Significant accomplishments in the past five years include: being regularly identified by the U.S. Department of Education and the Council for Opportunity in Education as a best practices model; being identified by the U.S. Department of Education as one of only six programs in the nation to be evaluated by an independent research firm for disseminating model programming practices to all other programs; and achieving first-time funding for two new programs, the Academy for Mathematics and Sciences (Upward Bound Math/Science), and the College Project (a second Educational Talent Search). Both projects expanded the geographical reach of programming to new counties and school districts. In addition, Pre-College Programs graduates are represented in all levels of elite scholarship at the University of Arkansas including Chancellor's Scholarships, the Sturgis Fellowship, the Bodenhamer Fellowship, Chancellor's Distinguished Governor's Scholarships, National Science Foundation Internships, and numerous others.

The Office of Pre-College Programs was established in August 2002 as a departmental unit with three associate directors who are responsible for the supervision of two programs each and who are under the direction of the Associate Dean for Student Affairs/Director of Pre-College Programs. The Associate Dean reports directly to the Associate Vice-Chancellor for Student Affairs/Dean of Students. Previously, three programs (the Academy, Educational Talent Search, and Upward Bound) were under the supervision of a single director with assistant directors reporting on and responsible for the day-to-day programming of each. Veterans Upward Bound and Youth Opportunities Unlimited functioned independently with respective directors.

Recent expansion efforts include funding College Project, an Educational Talent Search program serving schools with large concentrations of Native American students. The following efforts are underway to further extend opportunities to other underrepresented populations: (1) REAL (Reaching Educational Aspirations of Latinos), an Upward Bound program targeting Latino/a students in the Rogers and Springdale school districts – the fastest growing Latino population in the United States; (2) Southwest Arkansas Upward Bound Math and Science, an Upward Bound Math/Science program that



Suc•cess \sək-'ses
favorable or desired
outcome; the
attainment of wealth,
favor or eminence.

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will target African American students in the Texarkana and El Dorado School Districts; and (3) Southwest Arkansas Upward Bound, a “classic” Upward Bound targeting African American students in the Texarkana and El Dorado School Districts. In addition, Pre-College Programs, in collaboration with the Honors College, will establish a summer institute to serve students with exceptional academic ability and promise.

Office of Student Mediation and Conflict Resolution

The Office of Student Mediation and Conflict Resolution came into being in fall 2002; its primary goal is to provide an informal, timely, impartial, and confidential means of conflict resolution to students and members of the campus community. The goal of the Office is to foster a sense of community on campus and encourage cooperative

problem resolution. Services provided by the office are confidential; no identifying records are kept.

Educating the University community and maintaining effective processes are important components of preventing conflicts from escalating and can help enable University students and employees to effectively address adversity themselves. Training is available in alternative conflict resolution techniques, theory, and practice. Workshops are customized to fit specific needs. Recommendations may be made to improve processes that inadvertently create conflicts or inhibit informal resolution. The hope is to create an environment that supports the early resolution of conflict.

In August 2002, the University of Arkansas joined over 200 campuses nationwide which have established mediation and conflict resolution programs offering an alternative for handling a broad range of conflicts. Campuses are looking for new ways to handle conflicts before they escalate and become timely, costly, and negatively affect the quality of life and effectiveness on campus. The University of Arkansas’ office was established as both a recommendation from the Task Force on Diversity and, with support from Student Affairs administration, as an avenue to enhance student life. The current program focus is on supporting students through mediation and conflict resolution services and campus-wide education. The office will be developed over its first year to reflect student and campus needs. The current program model includes mediation and conflict resolution services when at least one party is a student; education of faculty, staff, and students on conflict resolution theory and skills; recommendations to improve policies and procedures when appropriate; establishment of a committee of nine individuals to act as an advisory board on program development; and establishment of a network of Conflict and Problem Resolution (CPR) facilitators to provide a diverse network of resources.

After a review of the Office’s first year activities and feedback from the advisory committee and campus community, the model will be revised to accommodate needs and anticipated growth. The director will be responsible for soliciting additional funding for the program through grants, contracts, or private donor funding.

Office of Student Support Services

The Office of Student Support Services is designed to creatively aid first-generation and low-income students, as well as students with disabilities, in meeting academic and personal challenges. The goal of Student Support Services is to help University of Arkansas students become intellectually engaged, expand their understanding of themselves and others, and persevere in their studies at the University until graduation.

Over the past five years, the significant accomplishments of this office have included the renewal of the Student Support Services Grant in 2001 and the hiring of a new director in 2001. At the 11th Annual TRIO Achievers Banquet, the attainment of a first-year retention rate of 85% and achievement of a six-year graduation rate of 55% was reached.

In its commitment to ensure success on the part of students at the University of Arkansas, Student Support Services has developed a powerful convergence of programs and services.

Student Support Services has instituted the *Individualized Educational Plan*, a measurable plan-of-action based on assessment results, academic transcripts, and financial status to aid in providing programs and services that specifically meet students' educational needs.

Student Development Specialists are available to provide academic coaching, financial aid counseling, career exploration, graduate school planning and preparation, awareness of academic, social, and cultural enrichment activities, and encouragement toward the successful completion of the student's education.

The office provides the *Self-Directed Learning Seminar* (VAED 1003), a highly interactive, three credit-hour course presenting practical instruction to help students develop proven study strategies, explore campus resources, handle stress, manage time, take responsibility for learning and academic decisions, and prepare to pursue a career. *Academic Skills Workshops* include topics ranging from active study strategies, time management, note-taking skills, test-taking strategies, textbook reading, and final exam preparation.

Tutorial services are free and offered in 1000-2000 level courses in English, Foreign Language, Math and Science upon the request of the student. The tutorial services include one-on-one and group tutoring, as well as supplemental instruction.

Student Support Services is proud to have been chosen to work hand-in-hand with Noel-Levitz's *Retention Management System*, an assessment tool pilot program designed to foster effective communication between students and Student Support Services' Specialists. New intake procedures, a new policy and procedures manual, an integrated services approach, and further implementation of specialist training are significant advancements that have occurred in the past five years.

The future of the office is bright, focusing on improved assessment of students' skills, increased retention and graduation of participants, improved database tracking of students, progressive relationships with academic departments, enhanced tutorial services, specialist training, supplemental grant writing, and leadership development of Student Support Services' participants.

The Division of Student Affairs' mission is to provide programs and services to promote academic success and student development.

Know•edge 'näl-ij

**facts or ideas acquired
by study, investigation,
observation, or
experience**



Office of the Dean of Students

The Office of the Dean of Students is dedicated to developing quality programs that supplement the in-class experience of students and enrich the quality of campus life. Staff members are available to assist with any problem or question a faculty member may have regarding student life at the University of Arkansas. The office is available for the clarification of University policies and procedures, confidential consultation, formal academic grievances, personal and family crisis assistance for students, and referral to all campus and community services. The Office of the Dean of Students also seeks to assist faculty members and students in cases of emergency or extenuating circumstances. Staff members in the Office of the Dean of Students are firmly committed to addressing the challenges and individual needs of the student body.

The Office of the Dean of Students emphasizes student advocacy while broadening the development of services and programs that address a range of student needs. In addition to expanded programming, there has been continuous improvement in the University judicial process, specifically, the addition of an Associate Dean of Students for the Office of Community Standards and Student Ethics (Judicial Affairs) and the creation of the Office of Student Mediation and Conflict Resolution. Two additional accomplishments of note have been the approval of the Enhanced Learning Center and the implementation of an Exit Interview Procedure for students withdrawing from the University of Arkansas.

Over the past five years, the organizational structure of the Associate Vice Chancellor for Student Affairs and Dean of Students area has changed. Previously, the Assistant Vice Chancellor for Student Services and six directors reported directly to the Associate Vice Chancellor for Student Affairs. Under the current structure, the following offices report to the Dean of Students/Associate Vice Chancellor for Student Affairs: the Enhanced Learning Center, with Student Support Services and the Office of Non-Traditional and Commuter Students; First Year Experience Programs, including Orientation, Family Weekend, and R.O.C.K. Camp; the Office of International Students and Scholars; the Office of Community Standards and Student Ethics; the Office of Student Mediation and Conflict Resolution; and Pre-College Programs, which includes Upward Bound/Talent Search, Youth Opportunities Unlimited, and Veterans' Upward Bound. The new organizational structure of the Office of the Dean of Students required the addition of three Associate Deans to assist with the leadership of the various units.

The primary focus for the future includes implementing programs and services that are proactive, supportive, and responsive to emerging student issues; developing programs and systems to improve the retention of first year students; increasing programs and services to meet the needs of commuter and non-traditional students; integrating the use of emerging technology in the judicial process; increasing the level of academic support services for students; and improving the coordination and communication processes with all appropriate institutional departments in crisis response situations.

Student Media

Student Media is an umbrella organization that administers and advises the official student media outlets of the University. These are: the student newspaper, *The Arkansas Traveler*; the U of A annual yearbook, *The Razorback*; the student television station, UATV; the student radio station, KXUA; and a magazine for the arts, *Aux Arc Review*. All provide a forum for student expression, entertainment, news, and information of interest to the campus community. Other than a small support staff, these groups are entirely staffed by student employees or volunteers, including editors and station managers.

The past five years have seen a number of significant accomplishments by the five groups that constitute Student Media. While each group has certain similarities that precipitate their inclusion in Student Media, they function as separate groups and their accomplishments must be considered individually.

The Arkansas Traveler increased publication frequency from three to four days a per week and transformed workflow from traditional methods (paper and glue) to an all-digital method. The newspaper is paginated and uploaded to an off-site printer nightly and delivered to the loading dock by 5 a.m. Distribution of the newspaper has been improved across campus and in Fayetteville. The newspaper is distributed to 91 on-campus and 17 off-campus locations. Student Media has significantly upgraded workflow, data tracking, and accounting practices through implementing database driven systems and procedures. *The Arkansas Traveler* has been recognized as the Arkansas College Media Association's College Newspaper of the Year for 1998, 2000, 2001, 2002, and awarded Editor of the Year in 1998 and 2001.

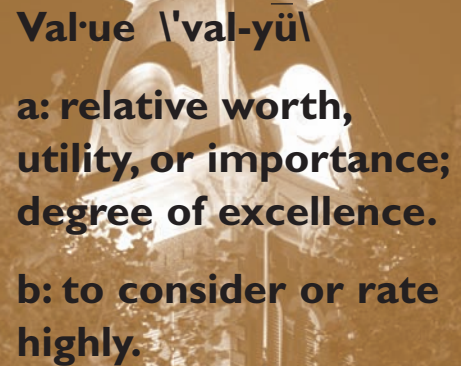
The Razorback yearbook workflow has been transformed from traditional methods (paper and glue) to an all-digital workflow. The number of students pictured has increased from 750 in 2001 to more than 5,000 in 2002. *The Razorback* was the Arkansas College Media Association's Yearbook of the Year in 2001.

UATV moved to an all-digital format in 2002, greatly improving signal quality. UATV received the Society of Professional Journalist's First Place Award for best Newscast in the 2002 Mark of Excellence competition.

KXUA accomplished 24-hour programming using all student volunteers.

Aux Arc Review (formerly *Exposure* magazine) received the Mark of Excellence First Place Award from the Society of Professional Journalists in 2001 and the Arkansas College Media Association's First Place Award in General Excellence in 2001.

A major change in organizational structure occurred in 1998. Student Media was formed that year when UATV, KXUA, and *Exposure* were incorporated into Student Publications. The primary focus for Student Media will remain to provide the necessary support to its member student groups so that each may excel in their respective missions.



Value \ˈval-yū\
a: relative worth, utility, or importance; degree of excellence.
b: to consider or rate highly.

The Division of Student Affairs' mission is to provide programs and services to promote academic success and student development.



University Housing

The purpose of University Housing is to provide a quality living and learning environment that both challenges and supports the personal, social, and academic development of its residents and their diverse communities. The department is concerned with all aspects of a student's life including student welfare, staffing, educational and social programs and services, group and individual advisement, maintenance and repair of facilities, housekeeping, and student room and board accounts.

Over the last five years accomplishments have been achieved in all areas of the department: completion of a comprehensive facilities audit; completion of major upgrades on several residential facilities; creation of a service to assist students with computer connections and problems; expansion of computer labs in the residence halls; creation of a departmental Web site; the design and implementation of an

online priority period sign up and online assignment processes for prospective students; provision of housing and staffing for Alpha Phi Alpha, Phi Gamma Delta, and Delta Sigma Theta; and the integration of the former athletic hall (Bud Walton Hall) into the traditional residence hall system.

Unique programs provided by University Housing include free tutoring services in math, science, English, and foreign languages; a first year residential experience program in two residence halls with engineering, architecture, pre-med/science, business, and ROTC living/learning communities; a new pilot program targeted for upper-class residents called Authoring Your Life; and Counselors-In-Residence who are trained to assist students. The Counselors-In-Residence Program was recognized as an outstanding program in 2002 by the National Association of Student Personnel Administrators.

University Housing has provided residence hall students the opportunity to experience service to others in four different states through the Alternative Spring Break Program. In addition, University Housing has been the host of several regional meetings and conferences.

University Housing has experienced several organizational changes in the past five years. The most significant change was in January 1998 when privatization of the residential dining program took place and was combined with the Arkansas Union under Campus Dining Services – Compass Group, a.k.a. Chartwells. The reorganization of the Division of Student Affairs created a vacancy in the director position with the promotion of the Director to Assistant Vice Chancellor for Student Affairs Program Development. A new director was hired in the fall of 2001. University Housing continues to make organizational changes as necessary when retirement, vacancies, promotions, and program changes dictate or create the opportunity.

The primary focus for the future includes the construction of a new residential facility known as the Northwest Quad that will house up to 600 residents in suites; the construction of new family housing and continued exploration with private developers for additional housing; improvements in services provided through technology for prospective students, residents, and staff; an evolving residential program that addresses the needs of the residents; and continued sound financial management of both fiscal and human resources.

University of Arkansas Health Center - Counseling and Psychological Services

Counseling and Psychological Services allows students the greatest opportunity to benefit from the University experience both by avoiding and solving problems and by enhancing the personal growth possible during college. Students can work with clinical staff to solve problems, understand themselves, grow personally, and develop more satisfying relationships with friends and family. In addition to working with clinicians to adjust to college life and address homesickness, students and clinicians also address self-esteem, anxiety, or confusion about dating and sexuality, decision making, depression, and relationships.

Accomplishments include: providing individual, couples, family, and group treatment programs for students; providing consultation services to the University community; providing 24-hour emergency service; providing community education and outreach; providing professional training for graduate students in psychology, counselor education, and social work; making psychiatric care available; being a key member of the Crisis Response Team; providing leadership in mental health at the University of Arkansas; collaborating with University Housing on a Counselor in Residence Program; planning for the facility of the future; implementing computerized assessment; having staff participate in First Year Experience programming; providing a telephone consultation service that assists students in entering the system; and providing group experiences for international students.

Over the past five years, one additional mental health clinician has been hired, and increased group therapy opportunities have been created to meet patient demand.

Our focus on the future includes establishing the Program for the Study of Traumatic Stress in Higher Education; continuing to meet the needs of increasing demand for service and increasingly serious pathology; moving into a new facility with increased space; addressing specific conditions/illnesses such as disordered eating with a multidisciplinary approach; utilizing new practice management software and electronic mental health records; continuing to increase group therapy to meet demand; continuing assessment of adequate staffing, which may indicate an increase in staff is needed; assuring that adequate services in individual, couples, family, psychiatric, group counseling, and emergency care are provided; and seeking exterior funding for innovative programs not funded through the semester health fee.

University of Arkansas Health Center - Health Promotion and Education

The Department of Health Promotion and Education embraces a comprehensive and holistic approach to health through individual and group programs that focus on healthy lifestyles and intellectual growth.

During the past five years, the following programs have been established: STAR Central, the Office for Support, Training, Advocacy, and Resources on Sexual Assault and Relationship Violence; RESPECT, Rape Education Services by Peers Encouraging Conscious Thought, a peer education program that

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Pro•mote \prə-'mōt\

**to contribute to the
growth or prosperity of;
to move forward.**



presents rape awareness and prevention programs for students by students; SAP, the Student Assistance Program which provides personalized assessment of alcohol and other drug abuse; and Reflections, a program that links health and body image. In addition, Health Promotion and Education has implemented student health fairs that include complimentary and alternative health and awareness weeks throughout the academic year that establish a starting point for healthy behavioral changes. Health educators provide educational presentations and consulting services for the campus and the community; academic class instruction in collaboration with the Health Science Department helps students learn health concepts and incorporate them into their lives with academic credit as an incentive; First Year Experience programs for new students are an important component of health promotion; individual and group consultations are provided for students

for nutrition, assertiveness training, stress management, time management, weight control, smoking cessation, alcohol and other drugs, sexual assault, healthy relationships, peer education, men's and women's health; and the program serves as a professional training for graduate students in health science, counselor education, community health, nursing, and health care administration

The primary focus for the future will be on health promotion which will provide educational opportunities to help students develop mastery of their own health through lifestyle choices and behaviors; health educators who will continuously assess and revise the alcohol prevention program, including social norming; health educators who will work closely with other areas of Student Affairs to give students seamless opportunities to address their health; health education that will work with the Sophomore Year Experience programs to impact students after the first year; staff who will seek to assist students with disordered eating conditions through a multidisciplinary approach; increased programs to train students as peer educators skilled in programming and early intervention; and with a new facility, health education programming that will tie the Health Center to both the academic world and the personal world of students.

The primary focus for the future will be on health promotion. . .

University of Arkansas Health Center - Medical Care

Medical Care serves students, faculty and staff to prevent, diagnose, and treat illness and injury and to assure a healthy environment that promotes the educational goals of the institution.

Significant accomplishments include assuring prevention of communicable diseases through a strong Immunization Clinic Program; providing women's health care to prevent cancer, unwanted pregnancy and sexually transmitted diseases through a comprehensive Women's Clinic; providing diagnosis and treatment of non-urgent and urgent illness and injury through the medical and women's clinics; reducing the number of missed classes by providing early intervention at the onset of illness; continuing growth of

pharmacy and laboratory services; increasing the number of health insurance company claims filed on behalf of patients; staffing our clinics with medical providers whose specialties include family practice, gynecology, sports medicine, and internal medicine; assuring easy patient access to health care and appropriate use of medical services by the nurse triage program; providing educational programming on health issues to students in residence halls, Greek houses, clubs, organizations, and classes; receiving accreditation of the medical clinic and women's clinic by the Accreditation Association for Ambulatory Health Care, Inc.; providing over 22,000 medical visits and filling over 18,500 prescriptions; providing a professional training program to UAMS medical and nurse practitioner students as well as University of Arkansas nursing students; and having a new medical clinic and a new women's clinic included in the plans for the facility of the future.

Future goals and plans include providing high quality care for students, faculty, and staff through electronic mode, incorporating more patient education into care; providing medical services in new medical clinics located in a new building by fall 2004; increasing the number of contacts by medical providers and nurses with better efficiency; addressing specific conditions/illnesses such as disordered eating with a multi-disciplinary approach by the medical staff; acquiring new practice management software; and utilizing the semester health fee to offer clinical visits provided by appropriate medical staff.

CHALLENGES

Higher education has entered the new millennium with significant changes on the horizon. It is a time of technological revolution, changing demographics, limited financial resources, and an increasing demand for assessment and accountability. Limited financial resources, especially in the arena of public supported education, have reached a near-crisis level. The challenges facing the University of Arkansas are impacted by influences and trends at the international, national, state, and institutional levels.

Higher Education has entered a new millennium with significant changes on the horizon.

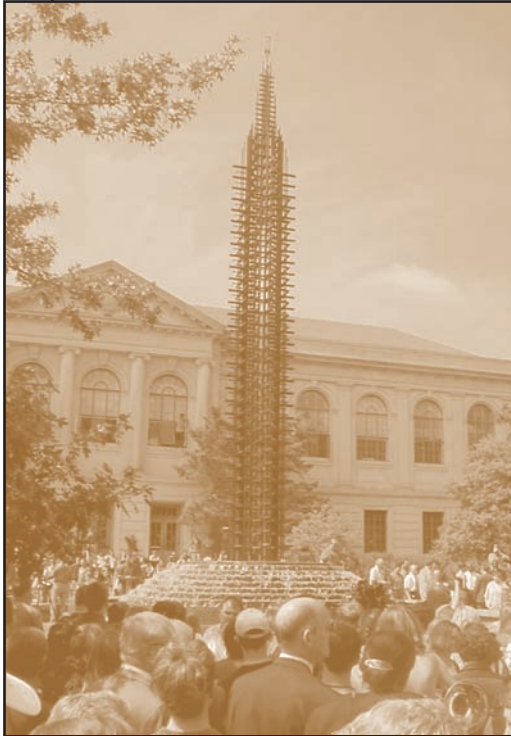
As a traditional land-grant institution, the University of Arkansas has experienced many changes in its history as an institution; yet, at the same time, the University has a deeply rooted culture in serving Arkansas residents. The new

generation of students entering the University has brought new challenges but also new opportunities to all components of the University community. In preparing to develop a strategic plan, the following represent major influences that may impact the delivery of programs and services within the Division of Student Affairs in the future.

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Di·ver·sity \də-'və r-sət-ē\
an instance or a point of difference





INTERNATIONAL INFLUENCES

Students

- ☐ National security issues will likely have an impact on prospective and current International students wishing to pursue a degree at the University of Arkansas.
- ☐ With certain cultural groups electing to attend college in countries other than the United States, the diversity goals of the University of Arkansas could potentially be impacted.

Economics

- ☐ Higher education institutions in Australia, Canada, England, and New Zealand are positioning themselves as economic alternatives to higher education in the United States. As the world economy continues to falter and receives world-wide attention, these English-language alternatives may become more attractive to students in the global marketplace.
- ☐ International, political, social, and economic upheaval affects funding priorities and commitment, thus impacting federal and state funding for higher education.

Security

- ☐ Policies have been initiated (e.g. SEVIS) which restrict, discourage, or delay students with visa issues or maintenance. New policies have greatly increased the amount and intensity of the University's international support staff workload.
- ☐ In the wake of the terrorist attacks of September 11, 2001, world-wide insecurities have affected international education exchanges. This effect is seen in the decrease in the flow of students and scholars to the United States.

NATIONAL INFLUENCES

Students

- ☐ Students today are working longer hours at part-time and full-time employment while pursuing degrees. To offset rising college costs, more students will seek full-time employment. Due to work responsibilities, students may become disengaged from both academic and co-curricular activities.
- ☐ The student body in American higher education will continue to change and diversify in the future. A projected growth of 65% in the general population will be made up of ethnic minorities groups, particularly Hispanic and Asian populations; this will likely result in increased college enrollments for these groups. It is also projected that 58% of the college enrollment in 2010 will be women, a 22% increase from 1998. The enrollment of men is expected to increase to 7.3 million by 2010, a 16% increase.

☐ Substance abuse, emotional/psychological dysfunction, and a variety of other physical and emotional problems will continue to increase within the college student population. As the non-traditional student population increases, other sets of adjustment issues will likely arise: single parenting, balancing work/school pressures, and the cost of attending college.

☐ Traditional-aged students have increasingly been exposed to environments characterized by drug and alcohol use, classroom/school violence, and an overall rise in crime within society. Such environmental effects may impact the attitudes and acceptance of violent behavior by college-bound students.

☐ Students increasingly view education as a commodity, specialized housing/food service, and intensive personal support in the form of advising, counseling, health, childcare, and parking.

Accountability and Funding

☐ Higher education institutions are increasingly being held accountable to the public who question the cost effectiveness of higher education. Due to the numerous educational institutions and increased emphasis on outcomes, financial supporters will increasingly invest in the student-consumer model versus the institution.

☐ Student Affairs can no longer rely on increased or stable federal and state funding. Political, social, and economic upheaval affects funding priorities and commitment. Institutions need to become more financially independent and efficient.

☐ With the Reauthorization of the Higher Education Act, significant changes may occur that impact higher education accessibility, accountability, and funding.

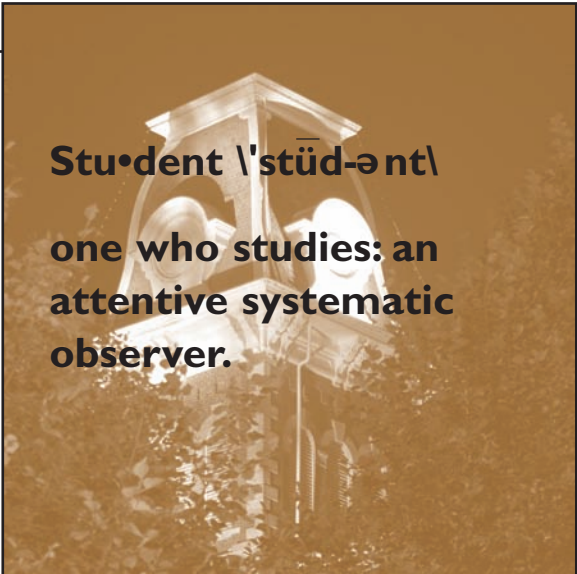
Technology

☐ Distance/virtual education and off-campus learning is on the rise. On-line educational opportunities will increase exponentially. The impact of these programs on student affairs and higher education is not yet known.

☐ Advances in technology will impact student life by playing a greater role in out-of-class experiences. As the role of technology grows, the amount of time spent on campus by students may decline.

Faculty/Staff

☐ As the student body continues to change, more diverse faculty and staff members are needed to serve as role models for the student population. Accordingly, diversity education must continue to assist faculty and staff in meeting the needs of such student body.



Student \ˈstüd-ənt\
one who studies: an
attentive systematic
observer.

The Division of Student Affairs' mission is to provide programs and services to promote academic success and student development.



☐ With an increased emphasis on student learning outcomes, student affairs educators must continue to shift toward a greater focus on student learning environments.

☐ Building on the research that students learn best when their classroom experiences are integrated with out-of-class experiences, joint efforts between student affairs and academic affairs need to be strengthened. This collaborative effort will create a seamless educational experience for students, resulting in a more positive experience.

STATE INFLUENCES

Students

☐ The number of high school students desiring to enroll in more college courses for concurrent credit is increasing.

☐ There is an increase in high school students with deficient ACT scores who wish to complete developmental/remedial English, reading, and math courses during their senior year or during the summer prior to their freshman year in college.

☐ The number of students who are graduating from Arkansas high schools is declining. There is a projected change of -1% in the number of high school graduates between 2002-2003 and 2011-2012.

☐ The number of Hispanic students graduating from Arkansas high schools will continue to increase, as the Hispanic population in Northwest Arkansas experiences sustained growth.

Economic Uncertainty

☐ Due to the economic downturn in the nation, state funding is an ongoing concern for the state of Arkansas.

☐ The Lake View court decision will require that hundreds of millions in additional annual funding be directed to K-12 schools, thus limiting future appropriations to higher education.

☐ Various communities in the state are seeking higher education institutions to locate in their cities, further diluting the state's thinly spread resources.

Technology

☐ Distance learning may enhance educational opportunities for students in Arkansas and elsewhere.

INSTITUTIONAL INFLUENCES

New Student Populations

☐ The University of Arkansas plans to expand enrollment to 22,500 by the year 2010. Freshman enrollment is expected to reach 3,000 by the year 2010. Minority enrollments are also expected to increase considerably.

☐ Student retention is an ongoing concern. A freshman retention rate of 88% must be achieved by the year 2010, to meet the goals set forth by the University's 2010 Commission.

Finances

☐ Anticipating continued declines in state support, several University initiatives have been reduced, eliminated, or postponed.

☐ The quantity and quality of programming has been – and will likely continue to be – impacted by limited resources/funding.

☐ Due to budget constraints, some offices within the Division of Student Affairs are understaffed, limiting the number of programs and services available to students.

☐ Alternative sources of funding are needed to ensure that the quality of out-of- classroom programs does not suffer.

Student retention is an ongoing concern.



Self-A•ware \sel-fə-'ware
to contribute to the
growth or prosperity of;
to move forward.

The Division of Student Affairs' mission is to provide programs and services to promote academic success and student development.



GOAL STATEMENTS & STRATEGIES FOR STRATEGIC AREAS OF CONCENTRATION

University of Arkansas, Division of Student Affairs

FOSTER THE DEVELOPMENT OF AN INCLUSIVE COMMUNITY

The Division of Student Affairs will embrace and foster diversity while developing a conscious commitment to promoting a fully accessible University community.

Strategies

Provide opportunities to actively engage students, faculty, staff, and members of the surrounding community in program planning and development.

Increase student involvement in service-related activities at the University and in the surrounding community.

Provide opportunities to recognize the positive contributions of all members of the campus community.

Promote the development of intentional activities to engage diverse students in a range of campus leadership positions.

Foster a campus that values the uniqueness of each individual and that provides students, faculty, and staff with numerous and diverse opportunities to gain an understanding of and appreciation for diversity.

Ensure that all programs, facilities, and equipment are accessible to students at the University, in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, applicable state laws, and University policies.

Key Performance Indicators

Basic descriptive data – the number of programs/opportunities offered; the participation rates of diverse groups of students, faculty, staff, and members of the surrounding community; the amount of funds allocated to promoting a fully accessible university community.

The Division of Student Affairs is a group of educators and service providers dedicated to fostering the potential of each student at the University of Arkansas.

Basic perceptual data – students, faculty, and staff are satisfied with the accessibility, diversity of programs offered within the Division; perceive programs to be accessible, inclusive, and embracing of diversity.

Evidence of a process for recognizing and rewarding the positive contributions of all members of the campus community.

Evidence of a process for ensuring that all programs, facilities, and equipment are accessible to students at the University, in compliance with applicable federal and state laws, and with university policy.

Vi•sion \ˈvɪzh-ən

a: an object of imagination.

b: mode of seeing or conceiving; foresight.

ENHANCE STUDENT LEARNING

The Division of Student Affairs will enhance intellectual engagement among students through meaningful student involvement, experiential learning, and community service while recognizing the unique needs of individual students.

Strategies

Develop, implement, and assess a range of programs and services that are based upon desired learning outcomes.

Promote relationships with campus and community resources to expand the number and scope of experiential learning opportunities available to students.

Develop, implement, and assess a range of programs and services that promote an understanding of and appreciation for diversity.

Collaborate with academic affairs and other areas on campus to provide a range of programs and services that are designed to enhance student learning.

Promote academic success by offering a range of academic support services and programs to students.

Key Performance Indicators

Basic descriptive data – the number of programs/opportunities offered; the participation rates of students in experiential learning and community service activities; the number of collaborative efforts with academic affairs and other areas on campus.

Basic perceptual data – students are satisfied with the range, number of programs/opportunities offered within the Division; perceive programs to be inclusive and embracing of diversity; perceive an intellectual and/or personal gain to have occurred as a result of attending a program/taking part in an opportunity.

The Division of Student Affairs' mission is to provide programs and services to promote academic success and student development.



Evidence of a process for identifying and assessing the desired learning outcomes of all programs and services offered within the Division of Student Affairs.

Evidence of student success – a documented increase in fall-to-spring and/or fall-to-fall retention rates; a documented increase in graduation rates; a documented increase in class completion rates.

PROMOTE PROFESSIONAL AND PERSONAL DEVELOPMENT

The Division of Student Affairs will provide opportunities for professional and personal development among staff.

Strategies

Provide opportunities, experiences, and resources for staff within the Division of Student Affairs to promote personal growth, understanding, and skill development.

Provide a range of personal and professional development opportunities for graduate assistants, student workers, peer educators, and other student volunteers within the Division of Student Affairs.

Promote opportunities to recognize the positive contributions and accomplishments of staff members within the Division of Student Affairs.

Conduct regular performance evaluations for all staff, student workers, and graduate assistants within the Division of Student Affairs.

Key Performance Indicators

Basic descriptive data – the number of programs/opportunities for professional and personal development available to students and staff within the Division; the participation rates of students and staff within the Division in personal and professional development opportunities.

Basic perceptual data – students and staff are satisfied with the range and number of programs/opportunities offered within the Division; perceive programs to be supportive of their professional/personal development.

Evidence of a process for recognizing and rewarding the positive contributions and accomplishments of staff members within the Division of Student Affairs.

Evidence of a process for the regular evaluation of the performance of all staff, student workers, and graduate assistants within the Division of Student Affairs.

INCREASE AND RESPONSIBLY MANAGE RESOURCES

The Division of Student Affairs will serve as responsible stewards of the physical, fiscal, and human resources at its disposal and will aggressively seek additional resources to carry out its programs and services.

Strategies

Initiate, support, and coordinate a range of public/private partnerships in an effort to maximize limited resources and to enhance programs and services.

Work collaboratively, within the Division of Student Affairs to avoid duplication of efforts and ensure the effective and efficient use of resources.

Expand the Division's potential for gifts and endowments through coordination with the Office of University Advancement.

Expand the Division's potential for grants and external support through coordination with the Office of Research and Sponsored Programs.

Develop a technology plan that anticipates obsolescence, maintenance, growth, replacement, and database management opportunities.

Invite peer review of programs and departments by off-campus experts to examine productivity, accountability, and cost/benefit relationship issues.

Promote resource-sharing strategies across departmental and divisional lines.

Key Performance Indicators

Basic descriptive data – the number grant applications submitted each year; the number of potential donor visits made each year; the proportion of Division revenue derived from gifts, grants, and contracts.

The Division of Student Affairs will serve as responsible stewards of the physical, fiscal, and human resources at its disposal and will aggressively seek additional resources to carry out its programs and services.

The Division of Student Affairs' mission is to provide programs and services to promote academic success and student development.

Mis•sion \ˈmish-ən

a specific talk with which a person or group is charged.

Evidence of a process, within Division units, to avoid duplication of efforts, share resources across departmental and divisional lines, and ensure the effective and efficient use of resources.

Evidence of a technology plan that anticipates obsolescence, maintenance, growth, replacement, and database management opportunities.

Evidence of a process for examining the productivity, accountability, and cost/benefit relationships of all programs and departments within the Division.



PROMOTE INNOVATIVE PROGRAMS AND SERVICES

The Division of Student Affairs will provide innovative, collaborative, and accessible services, programs, and resources to serve the needs of all students.

Strategies

Develop and implement a range of programs and services that enhance students' academic, personal, and social development through affiliation and active participation.

Regularly benchmark successful and/or popular programs at peer institutions to ensure that our programs are innovative, engaging, and challenging.

Regularly assess the effectiveness of programs and services within the Division of Student Affairs to ensure that they are achieving desired learning outcomes.

Actively share assessment data collected on programs within the Division of Student Affairs to facilitate continual improvement, identify potential partners for collaboration, and avoid repetition of programs and services.

Collaborate with the Office of University Relations to improve the effectiveness of our marketing and promotion efforts and to ensure that students, faculty, and staff are aware of the programs and services we offer.

Survey students regularly to ensure that we are offering programs and services that appeal to our diverse student population.

The Division of Student Affairs will serve as responsible stewards of the physical, fiscal, and human resources at its disposal

Key Performance Indicators

Basic descriptive data – the number of programs/opportunities offered; the participation rates of students in programs/opportunities offered; the number of collaborative efforts with student affairs units/departments; the number of collaborative efforts with academic affairs and other areas on campus.

Basic perceptual data – students are satisfied with the range and number of programs/opportunities offered within the Division; perceive programs to be inclusive and embracing of diversity; perceive an intellectual and/or personal gain to have occurred as a result of attending a program/taking part in an opportunity.

Evidence of a process for identifying and assessing the desired learning outcomes of all programs and services offered within the Division of Student Affairs.

Evidence of a process for actively sharing assessment data collected within the Division to facilitate continual improvement, identify potential partners for collaboration, and avoid repetition of programs and services.

Evidence of a process for regularly benchmark successful and/or popular programs at peer institutions, to ensure that our programs are innovative, engaging, and challenging.

Evidence of a process and/or plan for marketing and promoting the various programs and services offered within the Division of Student Affairs.



Bonded
to hold together or solidify

PROMOTE ADVOCACY AND RESPONSIBILITY

The Division of Student Affairs will advocate for the rights and responsibilities of all students and empower each individual student to take ownership of their own personal growth.

Strategies

Promote a campus environment that values civility and treats each individual with dignity and respect.

Serve as a resource to members of the campus community in addressing appropriate student issues, concerns, and conflicts.

Develop and enforce campus policies and procedures that hold students accountable for their actions and stress learning, development, and individual responsibility within the context of a larger community.

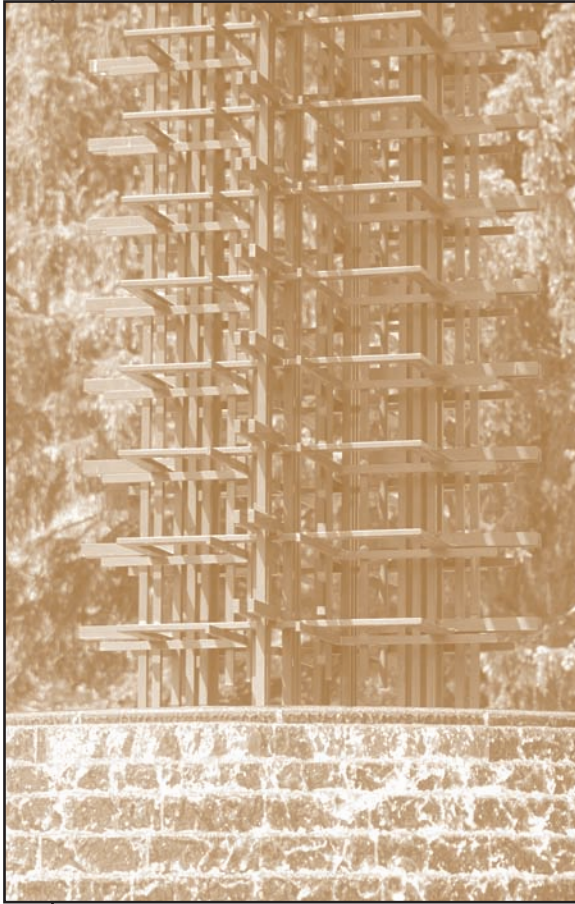
Foster a campus environment that is conducive to, and supportive of, student growth, exploration, and development.

Provide a range of opportunities for students to participate in campus governance systems and to have a voice in procedure and policy decisions impacting students.

Key Performance Indicators

Basic descriptive data – the number/type of cases mediated and/or referred by the Office of Student Mediation and Conflict Resolution; the number/type of violations of the Student Code of Conduct processed by the Office of Community Standards and Student Ethics; the number of presentations made by Offices of Student Mediation and Conflict Resolution, Community Standards and Student Ethics, and/or the Dean of Students; the participation rates of students in campus governance systems.

The Division of Student Affairs' mission is to provide programs and services to promote academic success and student development.



Basic perceptual data – students are satisfied with the campus environment, feel that they have a voice in procedure and policy decisions impacting students; campus environment is perceived by faculty, staff, and students to be conducive to and supportive of growth, exploration, and development.

TECHNOLOGICAL ADVANCEMENT

The Division of Student Affairs will utilize and incorporate emerging technology to facilitate efficient communication and provide quality programs and services to students at the University.

Strategies

Utilize technology to increase the efficiency and effectiveness of staff and to facilitate enhanced communication within the Division of Student Affairs.

Evaluate the costs/benefits of technological changes over time to facilitate informed decision-making and to ensure the efficiency and effectiveness of changes made.

Identify disparities in access to technology and in the adequacy of computer equipment within the Division of Student Affairs and seek ways to address these deficiencies.

Develop minimum technology standards for hardware and software for units within the Division of Student Affairs.

Ensure the technical competency of staff within the Division of Student Affairs by facilitating opportunities for staff training and development.

Key Performance Indicators

Basic descriptive data – the number of visits to departmental Web sites; the number of staff training opportunities available; the proportion of resources allocated to/spent on technology.

Evidence of the existence of minimum technology standards for hardware and software for all units within the Division of Student Affairs.

Evidence of a process for evaluating the costs/benefits of technological change over time to facilitate informed decision-making and ensure the efficiency and effectiveness of changes made.

Evidence of increased information and services available via the Internet and/or other technological means for students, staff, faculty, parents, and members of the general public.

SUMMARY

The University of Arkansas Division of Student Affairs Strategic Plan 2003-2006 is the result of a process that began in the fall of 2002. This plan involved a comprehensive, division-wide effort to look toward the future and set goals to advance each department in the Division of Student Affairs. It outlines our commitment to, and passion for, advocacy and service to students.

In addition to coping with the trends and issues that invariably influence higher education on a national, state, and local level, the Division's 22 departments are also met with the challenge of an ever-changing student body. This strategic plan provides guidelines for the implementation of new services, support systems, and educational programs designed to meet this challenge. Furthermore, it provides opportunity for collaboration and cooperation among the departments in the Division.

Ultimately, the Division of Student Affairs' success will be impacted by the commitment of each department to the core values set forth by the Division. We should be willing to build partnerships throughout the University community. We should take every opportunity to educate students. Our services should be friendly, helpful, and responsive. We should treat all members of the University community with dignity and respect. The foundation of our practices should be based on trust, honesty, and integrity. The Division should demonstrate and promote consideration of others. Finally, we should promote an inclusive community in which students feel safe and accepted. Our primary goal, as stated in our mission, is to provide programs and services to promote academic success and student development.

The success of the strategic plan, as in any plan, will be determined by the implementation, evaluation, and, when needed, revision. Each department will be held accountable for the development and implementation of an annual plan that compliments the overall Division plan. Annual individual staff evaluations and departmental reviews will also contribute to the evaluation of the strategic plan as a whole. All in all, each member of the Division will be charged with promoting the strategic plan.



Suc•cess \sək-'ses
favorable or desired
outcome; the
attainment of wealth,
favor or eminence.

The Division of Student Affairs' mission is to provide programs and services to promote academic success and student development.



ACKNOWLEDGEMENTS

The University of Arkansas Division of Student Affairs Strategic Plan 2003-2006 has developed over the course of the last four years with the help and participation of every member throughout the Division. This plan represents our commitment to excellence as displayed by each department within the Division.

We would like to take this opportunity to thank those that put forth additional time and effort for the completion of this project. The committees and their members are listed below.

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REFERENCES

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